

INSPECTION REPORT

BETHUNE PARK PRIMARY SCHOOL

Hull

LEA area: Kingston upon Hull

Unique reference number: 117918

Headteacher: Mrs S Wright

Lead inspector: Mrs Paula Allison

Dates of inspection: 24th - 26th November 2003

Inspection number: 262866

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	268
School address:	Pickering Road Hull
Postcode:	HU4 7AD
Telephone number:	01482 352245
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J C Read
Date of previous inspection:	February 1999

CHARACTERISTICS OF THE SCHOOL

Bethune Park is a large school with 268 boys and girls on roll. Pupils are taught in nine classes and there is a 26-place nursery on site. Attached to the school is a Hearing Impaired Unit which can cater for up to 18 pupils with special educational needs. The school is popular and virtually full. However, pupil mobility is currently very high. There is a new trend for some of the oldest pupils to leave the school to attend one in the next county, so as to gain entry to another high school. This has a significant impact on the profile of the Year 6 and on results at the end of the key stage.

The percentage of pupils eligible for free school meals is broadly average, but evidence from such data as that referring to Family Credit eligibility indicates that the social circumstances of families is lower than this would suggest. The school is on the edge of Hull and draws from the local area, but pupils also come from other areas of the city, some from areas identified as being significantly socially deprived. The socio-economic circumstance of families generally is below average.

Almost all pupils are identified as white British, a few are of mixed race, but all have English as their first language. The percentage of pupils with special educational needs is above average. The percentage with statements is well above average. These are mainly pupils with a hearing impairment or with learning difficulties. Assessments made as children enter the reception class indicate that attainment on entry is below what might be expected for children of this age. Attainment on entry to the nursery is well below what might be expected.

There has been a change of headteacher since the last inspection and the current headteacher is in her fifth term at the school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21420	Mrs P Allison	Lead inspector	The Foundation Stage Religious education
13723	Mrs J Overend	Lay inspector	
17685	Miss L Spooner	Team inspector	English History Geography English as an additional language
33022	Mr J McCann	Team inspector	Science Art and design Design and technology Music Physical education
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a good school with the secure potential to become even better. The new headteacher has provided the school with a clear sense of direction and there is a strong commitment to improvement. Good quality teaching motivates pupils to work hard and they make good progress in lessons. Standards are below average, but pupils achieve well. A major strength of the school is the way in which it promotes opportunities for all pupils. The school provides good value for money.

The school's main strengths and weaknesses are:

- The dynamic and purposeful leadership of the headteacher has transformed the school in a short space of time;
- Governors are committed to the school and provide very good support for the headteacher;
- The school includes all pupils and gives them the opportunity to achieve well;
- Pupils with special educational needs are well provided for; pupils in the Hearing Impaired Unit are very well integrated and learn alongside other pupils;
- Provision for pupils' personal development is well planned and has a positive impact on the attitudes and values of pupils;
- The quality of teaching is good and pupils learn effectively, however, there are a few lessons where the teaching is not as good;
- Standards in English are not high enough, mainly because of weaknesses in writing.

Improvement has been good. In the period after the last inspection standards declined and pupils were not achieving as well as they could. The new headteacher brought in a renewed sense of purpose and a determination to raise standards. The issues from the last inspection have now been addressed, including improvements to the accommodation and systems for monitoring and tracking pupils' progress. The quality of teaching is better, there is a more confident ethos in the school and partnerships with parents and the community are much more positive and productive. Although standards are still below average, they are improving, particularly in Year 2, and all pupils are now achieving well. The school has very good potential for further improvement.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	E	E	D
mathematics	C	E	E	C
science	D	E	E	D

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Achievement is good. Attainment on entry to the nursery is well below what is expected for children of this age. Children make good progress in the nursery and reception classes and many reach the goals that children are expected to reach by the end of reception in most areas of learning. However, there are weaknesses in communication, language and literacy and in mathematical development. Standards in Year 2 are improving and in reading and mathematics compare well with those achieved in similar schools. Standards in writing have not been as good, but are getting better. In Year 6 in the 2003 tests standards were well below average, but in mathematics and science were in line with or close to those achieved in similar schools. English was weaker, mainly because there were not enough pupils achieving at higher than expected levels in writing. Currently standards are

still below average, but achievement is good, with pupils making good progress in lessons. The school is set to reach the challenging targets it has set itself for next year.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are good. The school now provides very well for pupils' personal development and this is having a positive impact on pupils' attitudes and values. Attitudes and behaviour are good. Attendance is above average. Pupils enjoy coming to school.

QUALITY OF EDUCATION

The quality of education provided by the school is good. The quality of teaching is good. Teachers encourage and support all pupils well. Most teachers have a good knowledge and understanding of the subjects they teach and have high expectations of what pupils can achieve. Learning is good. Pupils concentrate well and work hard. Support staff make a valuable contribution to the quality of teaching and learning. Teachers assess pupils' work carefully and they use this information to help them plan for the next stage in learning and to set targets for pupils. As a result of this, pupils make good progress in lessons. However, in a few lessons the teaching is not as good as it should be and pupils do not learn as effectively as they might do.

The curriculum is well structured and relevant to pupils' needs. Pupils' personal development is given a high profile in the curriculum. Provision for pupils with special educational needs is very good and pupils from the Hearing Impaired Unit are well integrated into the school, so they learn alongside other pupils. The accommodation has been much improved, with a new link corridor and better access to computers and books. Setting for literacy and numeracy in Years 3 to 6 has had a positive impact on achievement. Partnerships with parents and with other schools and the community are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The leadership of the headteacher is very good. She has a clear vision for the school and is determined that it should be successful. She has created strong teams in the school and key members of the management team have worked hard and effectively to pursue agreed goals. The school has a clear and appropriate plan for development and there is a shared sense of purpose and a focus on raising achievement. The governing body is very supportive of what the headteacher is trying to do and they govern the school very effectively.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have positive views of the school. Parents have a high level of confidence in the way in which the school is led and managed and they recognise the improvements that have been made. They feel much more welcome in the school than they used to. Pupils like their school and are happy there.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Raise standards in English, especially making sure that more pupils reach higher levels in writing;
- Improve the quality of teaching and learning where it is weaker, so that in all lessons it is closer to the levels of the best practice in the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards in Years 2 and 6 are below average, but the achievement of pupils is good.

Main strengths and weaknesses

- Although standards are below average, the school is doing well in relation to its own targets;
- Purposeful leadership, higher expectations and better teaching are resulting in pupils achieving well;
- Standards are improving, but not enough pupils reach higher than expected levels in writing;
- In a few lessons the more able pupils are not sufficiently challenged and they do not achieve as well as they could do.

Commentary

1. Attainment on entry to the nursery is well below what might be expected for children of this age. Many have under-developed language and social skills. Children make good progress through the nursery and reception classes, particularly in personal and social development, and many reach the expected goals in most areas of learning. However, there are weaknesses in communication, language and literacy and mathematical development. Standards as pupils enter Year 1 are still below average.
2. Standards generally in Year 2 have been improving over the last few years and, although currently below average, they are starting to compare well with those achieved by pupils in similar schools. As can be seen in the table below, standards in mathematics and reading are better than those in writing. In the 2003 tests standards in mathematics were average and better than similar schools and standards in reading were below average, but in line with similar schools. However, standards in writing were well below average and below similar schools. Inspection evidence indicates that currently standards in all subjects are getting better, but that writing remains a weakness. The main problem is that few pupils reach higher levels in writing and this affects the overall standards.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	15.3 (15.3)	15.7 (15.8)
writing	13.1 (14.2)	14.6 (14.4)
mathematics	16.2 (16.5)	16.3 (16.5)

There were 41 pupils in the year group. Figures in brackets are for the previous year

3. The following table shows that in Year 6 standards in English, mathematics and science have been and still are low. However, the decline in standards that began two years ago has been largely halted and standards in 2003, whilst still well below average, were closer than they have been to those achieved in similar schools. Inspection evidence indicates that standards are currently higher than this, although English still remains a weakness, particularly in terms of numbers of pupils achieving at above expected levels.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	24.1 (24.7)	26.8 (27.0)
mathematics	25.5 (25.1)	26.8 (26.7)
science	26.7 (26.9)	28.6 (28.3)

There were 45 pupils in the year group. Figures in brackets are for the previous year

4. The school sets itself challenging targets based on very secure data. So confident is the school about progress being made by pupils, that the targets have recently been raised to take account of progress made this term. Inspection evidence indicates that standards are definitely improving and that the school's targets will be reached. Weaknesses in the past in terms of some poor teaching, limited assessment systems and lack of monitoring led to pupils not making enough progress and not achieving as well as they might do. With new and very purposeful leadership, considerably improved assessment and monitoring systems, and better teaching focused more securely on pupils' learning, the school has successfully raised achievement. Although this has yet to impact on end of key stage results, it is clear that standards in school are currently higher than they have been and results will be better next year.
5. Achievement is now good throughout the school. The school has a high level of pupils who receive support for their special educational needs, particularly pupils with a hearing impairment, and this can affect individual year groups when it comes to overall standards. The school's own data shows that these pupils achieve well given their prior attainment, but are unlikely to reach the expected levels. The school suffers from a much higher than average level of pupil mobility, which also impacts negatively on standards. The school has demonstrated that these pupils often make less progress than others do.
6. Setting for literacy and numeracy in Years 3 to 6 has had a positive impact on achievement, as teachers can more accurately match the work to pupils' capabilities and all pupils make rapid progress in lessons. In most lessons higher attaining pupils are well challenged and they achieve well, only in writing are they not making as much progress as they might do. However, in a few lessons, where the teaching is not as good and there is less challenge, pupils, particularly the more able, do not make as much progress as they could do and this affects their overall achievement. The school monitors the progress of all pupils and, although there have been concerns in the past about the relative achievement of boys and girls; this is no longer the case.
7. Achievement is particularly good in most aspects of English, mathematics and science, as this is what has been the school's focus. As pupils' skills improve in literacy and numeracy they are beginning to use these in other subjects and this helps them to achieve. In other subjects, pupils make at least satisfactory progress through the school and usually reach expected standards. Standards in information and communication technology (ICT) have improved, as new resources and good leadership have made a positive impact on achievement. Pupils are now beginning to use their ICT skills to support their learning in other subjects. Particularly good standards in art are being achieved, mainly because of the high expectations and good leadership of the coordinator. Personal, social and health education and citizenship (PSHCE) has a high profile in the school and achievement here is good.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are good. Pupils' attitudes and behaviour are good. The provision for pupils' spiritual, moral, social and cultural development is good.

Main strengths and weaknesses

- The school has very good procedures in place to promote and monitor good behaviour and pupils behave responsibly;
- There are effective procedures in place that ensure children attend well and are punctual;
- The personal development of pupils has a high profile in the school, is actively promoted and impacts positively on pupils' attitudes;
- Relationships are very good.

Commentary

8. Pupils state positively that they enjoy school and the vast majority arrive on time. Pupils want to come to school because they like their teachers and miss their friends when they are away. The school has effective systems in place to ensure good attendance, such as the first day response to absence, and as a result attendance is above average.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.8
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

9. Teachers ensure that pupils are very clear about what is expected of them in terms of behaviour, and they respond well to this. There are, however, a few children who still find it hard to behave with respect for the needs of others and this explains why some pupils in their questionnaires expressed some concern over behaviour. However, any incidents that are reported are dealt with quickly and firmly and most pupils behave responsibly in and around the school. The school's emphasis on pupils' personal development is having a marked impact on pupils' attitudes and their relationships with others. Pupils are becoming much more able to listen to each other and take account of how others feel. In this way the school is trying and succeeding to improve the behaviour and attitudes of the few.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census
White – British
White – any other White background
Mixed – White and Black African
Mixed – White and Asian
Any other ethnic group
No ethnic group recorded

No of pupils on roll
233
1
3
1
1
29

Number of fixed period exclusions	Number of permanent exclusions
1	0
0	0
0	0
0	0
0	0
0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

10. There is an orderliness about the school which allows pupils to enjoy their learning, knowing they are safe and valued and will be listened to by their peers and staff. The integration of the pupils from the Hearing Impaired Unit is a good example of the very good relationships that exist and of the pupils' ability to respect the feelings of others. The school uses assemblies,

PSHCE lessons, circle time, where pupils have the opportunity to discuss issues that are important to them, and religious education lessons to help pupils relate positively to each other. They also help them to explore their beliefs and values, develop respect for the views of others, and to relate their understanding of right and wrong to the issues of the wider community.

11. Through the positive behaviour management policy and by valuing the pupils' views and achievements, pupils are helped to develop into caring responsible citizens. The very good opportunities to work together in class and in different social settings, such as after school clubs and on visits, help pupils to develop their social skills. The business, church and community links extend pupils' knowledge of the wider society. For example, when pupils took part in a community venture and helped to plant bulbs in the local park, they were sponsored and raised money for charity.
12. Children are encouraged to be aware of the cultural diversity in Britain and other cultures around the world through studying other faiths in religious education, by visits and by good quality displays around the school. The school's policy for racial equality is well promoted and effectively monitored. The children's local heritage is also well represented in the curriculum and in displays and visits, such as to the theatre.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There are strengths in the teaching and learning, the curriculum, the care for pupils and the partnership with parents.

Teaching and learning

The quality of teaching in the school is good overall, although there are some weaknesses and in a few lessons the teaching is unsatisfactory. Pupils learn effectively. The assessment of pupils' work is good.

Main strengths and weaknesses

- Teachers support and encourage all pupils, so they concentrate and work hard;
- Most teachers have good subject knowledge and high expectations of what pupils can achieve, which has a direct impact on how pupils apply themselves in lessons;
- Support staff make a valuable contribution to the quality of teaching and learning, particularly for pupils with special educational needs;
- Teachers assess pupils' work carefully and they use this information well to plan for the next stage in the learning and to set targets for pupils;
- In a few lessons, where the teaching is not as good and there is a lack of challenge, pupils do not learn as well as they should do.

Commentary

13. The following table shows the judgements on lessons seen during the inspection, but evidence from pupils' work and talking to pupils about their work was also taken into account when making the overall judgement on the quality of teaching. As can be seen from the table, there is good teaching, and often very good teaching, throughout the school and as a result, pupils learn effectively. Since the new headteacher started at the school she has carefully monitored teaching and learning and taken steps to address weaknesses. The quality of teaching is now much better than it was at the time of the last inspection and its effectiveness is a key factor in the raising of achievement.

Summary of teaching observed during the inspection in 54 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
2 (4%)	16 (30%)	21 (39%)	11 (20%)	4 (7%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. Teaching in the Foundation Stage is good overall, and as a result, children make good progress. All teachers promote children's personal development well with good whole group sessions. However, the breadth and quality of independent activities varies from one class to another, with the best work taking place in the afternoon nursery. Here children are offered a wide range of interesting activities and have opportunities to explore and experiment.
15. One of the major strengths of the teaching in this school is the way in which teachers encourage and engage all pupils in their lessons. The inclusion of all pupils is very effective. The management of pupils is very good, teachers having high expectations of pupils' behaviour and attention to task. As a result, pupils concentrate well and work hard. During whole-class sessions, all pupils are successfully involved, often by the use of careful questioning. Relationships are positive and supportive, which helps all pupils to feel secure. They are sufficiently confident to answer questions and take part in class discussions, knowing that their contributions will be valued. Parents are happy with the teachers their children have, and they particularly appreciate the care shown to them.
16. Support staff are deployed well and they make a valuable contribution to the quality of teaching and learning in lessons. For example, in a Year 3 and 4 numeracy lesson the teacher was teaching the lowest ability set, with a high number of pupils with special educational needs. The teacher was working on the idea of multiplication as repeated addition, which some pupils found quite hard to understand. Two support assistants worked very effectively during the class session, supporting and encouraging individual pupils, giving them the confidence to take part and answer questions with the others. Later they each supported a small group with a specific task, which had been carefully planned by the teacher. They knew exactly what was required and how much support to give. They remained fully involved throughout and the learning of all pupils during this lesson was very good.
17. In the best lessons teachers have secure subject expertise and are confident in their planning. They make good use of time and resources and plan work that meets the needs of individuals, so pupils make progress in their learning. For example, in a Year 1 and 2 literacy lesson in the computer suite the teacher was working on sequencing a story. She used photographs taken in a previous drama lesson to make the sequencing more meaningful for pupils. She worked confidently with a digital projector to demonstrate to pupils how to use a particular program for sequencing pictures. Tasks were planned very carefully to meet the different needs of groups of pupils and provide the right amount of challenge. A lot was packed into the one lesson and pupils made great strides in their learning.
18. In a few lessons, the quality of teaching is still not as good as it is in other lessons. Sometimes there is too little challenge for pupils, or the teacher's subject knowledge is weak, and pupils do not learn as well as they might do. For example, in a Year 5 and 6 science lesson the teacher gave pupils no chance to explain their thinking during a discussion and then gave pupils a task that had little challenge to it. So opportunities for pupils to think for themselves and work independently were missed and their learning suffered as a result. In a Year 3 and 4 numeracy lesson the teacher's subject knowledge was not secure and, when he did not explain a task clearly enough, pupils were unable to do the work and soon lost interest. They did not achieve as much as they could have done in

this lesson. The headteacher is well aware of these weaknesses and is taking effective steps to address and support them.

19. The assessment of pupils' work is good and considerably improved from the last inspection, when very little was in place and assessment became an issue. Now teachers assess pupils' work thoroughly, particularly in English and mathematics, and use the information from assessment to help them plan for the next stage of learning and to set targets for pupils. This very careful monitoring of pupils' progress is a vital part of the overall strategy for raising standards, and the success of it is already evident in the better achievement of pupils. The assessment co-ordinator has worked very effectively in getting systems in place and supporting teachers in using them. Her current priority is to involve pupils themselves more in assessment and some effective ideas are being tried out.

The curriculum

The breadth of curricular opportunities is good. Opportunities for enrichment are good. Accommodation and resources are good.

Main strengths and weaknesses

- The new curriculum is effectively planned to cater for the needs of all pupils and give them opportunities to achieve well in all subjects;
 - The provision for pupils with special educational needs is of a high quality and ensures that these pupils make good progress;
 - The school actively promotes links with outside agencies and the local community;
 - The accommodation has been improved since the last inspection.
20. The new curriculum is now embedding into the school and is providing a broad range of activities for all pupils. Because of the thorough planning, assessment and targeting strategies, pupils of all abilities, including those with special educational needs and higher attaining children, are catered for. All the statutory requirements for the National Curriculum and religious education are met and there are comprehensive policy documents relating to all areas, so that staff know what is expected and have good support for their planning.
 21. Setting arrangements for literacy and numeracy in Years 3 to 6 have made a positive impact on the opportunities pupils have to achieve. Teachers are now able to tailor the work and the pace of lessons more accurately to the needs of particular groups of pupils. However, this arrangement is putting a strain on accommodation, with the third set having to relocate every day in order to find a suitable teaching space. This is not ideal and does not help the stability of the group. If the school is to continue with this and reap the benefits of it, more permanent provision needs to be made.
 22. The provision for pupils with special educational needs is very good and the work of the Hearing Impaired Unit dovetails into the curriculum so that these pupils are ensured equal access to all curricular opportunities. For instance, hearing impaired children take part in assemblies, extra-curricular activities and visits, as well as spending most of their time working along side their peers in class lessons. During lessons these pupils, and other pupils with special educational needs, are given focused and expert support from well qualified classroom assistants and teachers, most of whom have Deafness Awareness training. For example, a classroom support assistant showed her individual knowledge of her pupils, by not sitting next to them in circle time but opposite them, so that they were developing independence, but could gain support if necessary.
 23. PSHCE is given a high profile, with lessons and circle time being regularly timetabled. This strategy is paying off with the pupils now embracing a much more thoughtful and caring approach to their peers and adults both in and out of school. For instance, Year 6 pupils

were very well guided by their teacher, to tease out the issues relating to playtime behaviour and their support role as 'Buddies' to younger children.

24. The school actively promotes many activities, including the arts and sports, for instance tennis clubs, rugby, football, cross stitch and choir. These clubs run at various times and the choir was observed to have pupils from both key stages involved when they were learning a new carol for Christmas. There are also visits and visitors to link in with the work of the school. For example, sports coaches, both rugby and football, add expert tuition, as do peripatetic musicians. The school has an excellent partnership with the Pickering High School Sports College, which, not only provides coaching opportunities, but also enhances the preparation for Year 6 children for transfer to the school.
25. The accommodation of the school has improved significantly since the last inspection, particularly with the new link corridor providing a safe and easy connection to other parts of the school. The newly refurbished ICT suite has improved achievement, by providing greater access to computers. The library (which was unsatisfactory at the last inspection) is now a good learning resource area with good quality books, computer links and enough space for classes or group research.
26. Teaching and support staff are well qualified, have access to regular training and have been well deployed so that their expertise can be well utilised by both pupils and other members of staff. For example, the art co-ordinator is a trained specialist who is developing training for other staff and exchanges classes with the music co-ordinator, so that as many pupils as possible benefit from their expertise.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The school provides good support, advice and guidance. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- Pupils are well cared for in school and they feel secure and happy;
- The school's good relationships with outside agencies ensures that pupils have support when they need it;
- The school involves pupils very well in its work and its development.

Commentary

27. Pupils are cared for effectively and well guided and supported, as staff know the children and their families very well. Pupils have positive views of the school and are happy there. All teachers have had up to date training for child protection and are vigilant. The co-ordinator is well trained to handle any child protection concerns and has very good links to social services and expert advice. The headteacher has fostered very good relationships with outside agencies and uses them appropriately and effectively to secure the welfare and support for those pupils with particular needs, for example, disaffected pupils and those with behavioural problems.
28. Health and safety arrangements are good and the co-ordinator is well trained. Risk assessments are in place for many aspects of school life, including all out of school visits, and good use has been made of local authority expertise in this area. Health has a high profile, and the school is working towards the Positive Health in Schools Award.

29. Good assessment and careful tracking of pupil progress, along with the very good relationships that exist within the school, ensure pupils have access to good support advice and guidance. This is equally available to all pupils. Pupils are confident that they have someone they could go to if they have any worries. The very good integration of children with special needs is facilitated by these good systems and relationships. The consistent promotion and monitoring of good behaviour and very generous provision for personal development are very effective in ensuring all pupils are included in all activities. However, there is as yet, no whole school system in place for monitoring personal development.
30. Pupils can make their feelings and views known in a number of ways, including through circle time, when discussions are carefully listened to and guided by the teacher. The school council meets regularly to discuss any issues that pupils raise, or those suggested by staff. It has empowered pupils to make changes to school life. For example, pupils' ideas were taken up when deciding on healthy snacks to sell at break time. The school council also asked for pupils to be allowed to wear earrings in school. After discussing this with the governors and taking safety advice this concession was awarded to pupils.

Partnership with parents, other schools and the community

Links with parents and the community are good. Links with other schools and colleges are good.

Main strengths and weaknesses

- There is an improving rapport with the parents and they find the school very approachable;
- Community links are well planned and help to support pupils' learning;
- New innovative links with the local high school are impacting very well on pupils' learning.

Commentary

31. In a short space of time, the headteacher has built strong links with parents, the community and other schools, for the benefit of the pupils. The school is now committed to working closely with parents to maximise children's progress. Parents' views of the school have improved since the previous inspection and they now find it easier to approach with concerns or complaints.
32. In a minority of parents' questionnaires some parents wanted more information on their child's progress. However, information for parents is good. End of year reports on children's achievements are well written and contain a clear indication of the child's targets for improvement and their rate of progress. Three parents' evenings per year is generous and there are other meetings as well, such as when parents are given advice and guidance before tests take place. Parents have been consulted for their views through questionnaires, for example, when updating the homework and behaviour policies. Their views have been acted upon, including the provision of new water fountains for the playground. Volunteer helpers are welcomed into classrooms and they provide good support. The Friends Association raises funds and makes a valuable contribution to the school's provision.
33. Community links are good and impact positively on learning. These have included church links, where visits to the local church have helped pupils' understanding of the Christian faith, and business links, helping pupils learn about their society and the world of work. The school has joined in local projects to improve the environment and a community orchard scheme to encourage people to eat more healthily.
34. The school has formed innovative links with Pickering Sports College. As well as two-way visits to the college and staff visiting the school, there has been a 'peer buddy' scheme set up to help ensure children get to know some Year 7 pupils and are put at their ease in the transition to secondary school. There are subject links in English and mathematics, so that

the rate of their progress is not affected by changing schools. Of particular note are the new links that have been set up with the sports department. Year 11 pupils are brought to Bethune in the summer term, in their lunch hour, to encourage the children to be more active and improve their sports skills. This provides the secondary pupils with leadership skills and provides the Bethune pupils with more friends at the high school. It is also reducing potential behaviour problems and supporting achievement.

LEADERSHIP AND MANAGEMENT

Leadership and management are both good. The leadership of the headteacher is very good and she is well supported by most of the teachers who have a management role in the school. The governance of the school is very good.

Main strengths and weaknesses

- The dynamic and purposeful leadership of the headteacher has transformed the culture of the school in a short space of time and established a secure foundation for improvement;
- She has created strong teams within the school and inspired people, so that there is now a shared sense of purpose and a determination to raise standards;
- The inclusion of all pupils is a vital element of what the school is about and is promoted throughout its work;
- The governance of the school is strong; governors are committed to the school and support the headteacher very well;
- The rigorous monitoring of the school's performance is a key factor in the school's success in raising achievement;
- Although the headteacher is well supported by an enthusiastic and capable management team, the school does not have a deputy head to share the overview of the school and overall leadership responsibility.
- There are a few members of staff who do not fulfil their management or subject leadership roles as well as others do.

Commentary

35. The headteacher has only been at the school for just over a year and yet in that space of time she has brought about huge changes and made certain that the school has a secure foundation for improvement. She has a clear vision for the school and a determination that it should be successful. Under her dynamic influence management staff, in particular the assessment co-ordinator and the Key Stage 1 and Key Stage 2 co-ordinators, have taken up the challenge and are working hard and equally purposefully. Now that they have clear roles and responsibilities, they are highly motivated and feel valued. Strong teams have been created and there is a shared sense of purpose and a determination to raise achievement. However, although well supported by members of the management team, there is no deputy head and the headteacher is often alone in her overview of the school and personally takes on too much of the overall leadership responsibility.
36. The school now has a much more positive ethos, something recognised by parents and pupils, and this is the basis for a secure climate for learning. The school has always prided itself on its capacity to fully include all pupils and this is obvious in all its work. The very positive way in which pupils from the Hearing Impaired Unit are integrated into classes and learn alongside their peers is a very good example of this. Everyone in this school matters and now, with the headteacher's emphasis on building self-esteem and confidence, all pupils have the opportunity to succeed.

37. The governance of the school is very strong. There is a wide range of expertise and interest on the governing body and they are highly committed to the school. They strongly uphold the commitment to inclusion and the values that the school promotes. Their support for what the headteacher is trying to do has been very strong. They have backed her all the way, sometimes having to make difficult decisions and take strong action, for example, when dealing with weak teaching, and are ready to discuss and if necessary challenge ideas as they are brought forward. The chair of governors is particularly effective, giving a lot of time and effort to the school and being a regular visitor to keep up to date with what is going on. He has been instrumental in developing the role of the governing body, getting it better organised and more effective.
38. The management of the school is effective. The headteacher has introduced many new systems, especially in relation to evaluating the work of the school and as these are established, they are becoming instrumental in helping the school move forward. For example, there are now secure tracking systems for monitoring the progress of pupils through school and the school has been able to analyse where weaknesses occur and do something about them. The rigorous evaluation of where the school is and what needs to be done and the setting of goals, has been a key factor in the raising of achievement that is now being seen. The school has clear and appropriate plans for school development and improvement, so everyone knows what the aims are and what part they play.
39. In the bid to empower people, there has been a clear emphasis on staff development and this has had a positive impact on pupil achievement. For example, teachers have gained more expertise in the subjects they teach and as a result, provide more challenge for pupils. The role of subject co-ordinator has been developed effectively and most co-ordinators now take on more responsibility for the standards that are being achieved and the quality of teaching and learning in their subjects. The management of literacy, numeracy, art and ICT has been particularly effective, with each of these co-ordinators providing good role models in their own teaching and influencing other members of staff, so that standards have been raised through the school. The special educational needs co-ordinator is another teacher who has taken on responsibilities positively. He manages the provision well and is using his expertise to make improvements. The induction of new staff is excellent and the school positively encourages and supports initial teacher training.
40. The school is well managed on a day-to-day basis. Administration systems are good, the school is carefully organised and the school day runs smoothly. Financial management is good. Spending decisions are made carefully and the educational aims of the school closely focused. For example, the refurbishment programme was carried out with the explicit aim of improving the quality of the learning environment and help support the more positive outlook that the headteacher and governors were trying to develop.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	757,382
Total expenditure	720,900
Expenditure per pupil	2246

Balances (£)	
Balance from previous year	- 4722
Balance carried forward to the next	36482

41. When the new headteacher came to the school she realised that many changes had to be made if the decline in standards was to be halted. Whilst most teachers rose to the challenge, a few found the changes hard to deal with. This was a barrier that at first limited how much change could take place. Much has been done since to get people on board and with great success, as the present positive climate bears witness to, but even now there is still a trace of reluctance evident in the school. However, changes in staff responsibilities, the setting of targets and monitoring of performance has meant that this element is getting less

and less, and there is now a much more positive approach and a more consistent drive for improvement. With the strength of the leadership, the influence the headteacher has had in the school and the strong teams she has created, the school has huge potential for further improvement in the future.

OTHER SPECIFIED FEATURES

What is the effectiveness of the Hearing Impaired Unit?

The provision made by the unit for pupils with a statement for hearing impairment is very good and the progress that pupils make is also very good.

Main strengths and weaknesses

- All pupils with a statement for hearing impairment are fully included within the mainstream of the school;
- Teaching is good and assessment and planning effectively support pupil progress;
- Additional support is deployed well to encourage pupils' learning.

Commentary

42. In total, 18 pupils are supported by the unit, 7 in the nursery and 11 in the mainstream school. The accommodation in the unit is very good and there are good resources that enhance the learning opportunities of pupils. The information on pupil progress provided by the staff at the unit, scrutiny of individual education plans and classroom observation all provide evidence for the judgement that these pupils with special educational needs make very good progress. The provision is well led and managed by the Head of Unit. For example, she works with other unit staff to decide exactly how much and what kind of support individual pupils need and then she consults with the mainstream management team and staff to decide how this can best be implemented within the whole-school context.
43. Teaching is good. Staff working within the unit have high levels of specialist expertise, which is used effectively to support pupils both in the unit and within the mainstream of school. Pupils with a hearing impairment have the same access to the curriculum as their peers and the provision for including them in all activities is very good. A good example of this was in a Year 3 and 4 numeracy lesson, where a hearing impaired pupil worked alongside his mainstream peers. He worked at his own level with carefully differentiated tasks and was delighted with his achievement at the end of the lesson. The integration of children in the school nursery is very good. In this context, hearing impaired children play happily alongside other children. The fact that visitors cannot tell the children apart is seen as a measure of the success of the provision.
44. The curriculum for the pupils is broad and balanced and the use of 'reverse integration', whereby pupils from the main school join hearing impaired pupils in the unit, is a particular strength of the work undertaken within the unit. In a literacy lesson a pupil who had visual impairment and a pupil who had specific learning difficulties joined hearing impaired pupils. Tasks were carefully planned to meet individual needs. Pupils worked co-operatively during group work and then settled quickly to writing a piece of poetry based upon rhyming couplets. This was a positive experience for all involved. Where appropriate, pupils are encouraged to work independently and opportunities are taken to encourage independent learning. An example of this was where a pupil did not understand the meaning of a particular word, so she was encouraged to use a dictionary and share her findings with the rest of the group. Individual education plans are accurately written and based upon sound assessment. Good procedures exist to monitor these and the information gained used to plan future work and intervention.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

45. Provision in the Foundation Stage overall is good, and children make good progress during their time there. Children attend the nursery, mainly on a half-day basis and they transfer to the reception class at the beginning of the term in which they will be five. There are good links between the nursery and reception classes, so children transfer easily. There are two teachers in the nursery, one in the morning and one in the afternoon. Planning for the whole Foundation Stage is based appropriately on the recommended areas of learning and provides opportunities for children to achieve the Early Learning Goals.
46. The quality of teaching in the nursery is good overall, but there are some inconsistencies. Teaching is consistently good in the afternoon session of the nursery, where the planning is thorough and the range of activities is imaginative. In the morning session whole group sessions are good, but activities are not planned carefully enough and do not always offer children enough opportunities to explore and experiment. Assessment systems are in place, but they are not always used effectively by teachers, in order to help them plan for the next stages in children's learning. Children with a hearing impairment spend a lot of time in the nursery, supported by their teachers and assistants, and they are very well integrated. Support staff in the nursery make a valuable contribution to the quality of learning of all children. They are particularly effective when their work is carefully planned by the teacher and learning objectives are clear, but this is not always the case and sometimes their work is not well guided.
47. At the time of the inspection, there were only eight children in the reception class. The teacher relates very well to the children and she works effectively with them as a group, providing them with very good opportunities to share experiences and develop their language skills and confidence. However, planning for tasks is not always as thorough as it could be, and the quality of the learning environment and the range of activities provided do not always motivate children to want to learn.
48. The two nursery teachers are joint co-ordinators of the whole Foundation Stage and on a day-to-day basis they manage the provision well. However, there are some inconsistencies in the quality of planning, use of assessment and in the breadth of activities that are provided in each class. There is limited overview of the whole key stage, so these inconsistencies are not picked up and addressed.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **good**.

Main strengths and weaknesses

- Achievement is good because of the strong sense of care and focus on the individual child;
- Teachers and other adults constantly encourage children and as a result they gain confidence;
- Relationships in each class are positive and children learn to relate to others.

Commentary

49. Many children enter the nursery with under-developed personal skills and some find it difficult to settle. With the good quality of teaching and support in all classes, children make good progress in this area. Children soon learn the routines and respond to what is expected of them, for example, when sitting on the carpet and listening to the adults. In both sessions in

the nursery there is an emphasis on children respecting others, for example in passing the milk jug to each other during snack time, and children soon begin to form good relationships, first with adults and eventually with other children. Children learn to behave appropriately and to control their own actions, because they are constantly and sensitively encouraged.

50. The very good relationships in the reception class encourage children to be confident in class. In the small group they get a lot of opportunity to talk to each other and listen to what others have to say. This the teacher encourages very well. The children in this group get on well with each other and they form positive working relationships. A good example of this was when they were playing in the 'Sorting Office' and several children were eagerly awaiting parcels. They all joined in with the play and communicated well with each other as the parcels were delivered. Children learn to be independent, but sometimes the activities provided are too adult led and do not lend themselves to children learning to think for themselves and make decisions. Overall achievement in this area is good. Pupils make good progress in developing their personal and social skills and many are well on their way to reaching the expected goals by the end of the reception year.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **good**.

Main strengths and weaknesses

- There is a clear focus in both nursery and reception on the development of early literacy skills;
- Children enjoy the books, stories, rhymes and songs that are a regular part of nursery life.

Commentary

51. Many children start the nursery with under-developed speaking skills and some of them are very reticent. Teaching overall, in this area is good, with teachers and other staff making the most of every opportunity to develop children's language and communication skills. In the secure environment, with the positive relationships and support for individuals, children are encouraged to enter into conversations and talk to adults and other children. Adults interact with children during their activities and they effectively develop vocabulary and confidence. A good example of this was when a member of the support staff was baking teddy bear biscuits with a group of children and she was constantly encouraging children to talk about what they were doing at each stage. This helped them to learn some of the vocabulary involved and to develop conversation skills as they answered questions and made observations.
52. Some children in the nursery find it very difficult to sit and listen, but they are helped in this, sometimes by having the opportunity to sit in a small group. Eventually they all begin to enjoy books and stories. In a very good session the teacher read the 'Whatever Next' book and, using props of different kinds, soon had even the youngest and most diffident child completely absorbed in the events of the story. Rhymes and songs are a regular part of the nursery day and children enjoy joining in with the words and the actions.
53. In the reception class, children continue to enjoy stories and they start to follow text in 'big books'. In one session, children read 'Goldilocks and the Three Bears' with their teacher and were able to follow the events and make observations about the text. Although the teacher spends a lot of time in developing literacy skills in the reception class, this is not always as effective as it could be. She does not always make enough use of assessment to help her plan for individual needs. For example, one group were given the task of sequencing some pictures. This they found very difficult and the task was obviously beyond them. Children make good progress in developing literacy skills, but such things as letter formation and phonic skills are still weak and it is likely that many children will not reach the expected goals by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

Main strengths and weaknesses

- A focus on developing mathematical language is a strength of the provision.

Commentary

54. The teaching of mathematical development is good. In the nursery children are given lots of opportunities to count and join in with number rhymes. Activities are often designed to help children with developing a grasp of mathematical concepts and the use of language. In one morning nursery session the teacher effectively encouraged children to place a teddy 'on top of a chair', 'under the chair' etc. Eventually and with some support most children were doing this successfully. In one effective focus group activity the teacher was working with some older children on number sequences. One task had the children jumping from one number stepping-stone to another. They had to think before they jumped and so the sequence of numbers became more obvious to them and the children moved on in their learning during this session. This activity was carefully planned to meet the needs of a particular group of children, an example of where information from assessment was used well.
55. Children continue with their mathematical development in the reception class and they make good progress. In a good class session the teacher set the children the task of putting their chosen teddies into order of size. This promoted some good use of mathematical language, for example 'that's the same size'; 'that's a little bit bigger'. The teacher skilfully encouraged this by asking questions and by the end of the task most children were confident in sorting by size. Despite the good progress, some children are still not confident with numbers and they are not on course to reach the expected goals by the time they reach the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Both classes follow topics that interest children;
- The range of activities provided is variable and sometimes they lack imagination.

Commentary

56. Teaching overall in this area is satisfactory. The planning for the Foundation Stage is based on agreed and appropriate topics, which means that a range of activities and experiences can be provided that are relevant to the age of the children. During the inspection, both classes were following a topic on teddy bears. This was well planned and gave children many interesting experiences, for example, making porridge, baking teddy bear biscuits and planning a picnic. All teachers and support staff work hard to make these experiences as exciting as possible, so as to stimulate children's imagination and develop their language skills. Earlier in the term a lot of interesting work came from a topic on weddings and culminated in a 'wedding' being held in the reception classroom. This had obviously captured the imagination of children and they talked quite excitedly about the experience and showed the photo albums with enthusiasm. This is good provision.
57. However, when it comes to providing independent activities the quality of what is offered is more variable and this impacts on how well children achieve. In the morning nursery session

and in the reception class, activities often lack imagination and they do not encourage children to explore and experiment for themselves. Too often equipment is just left out with no real purpose or activities are too adult directed and give children no room to think for themselves or show initiative. The learning environment itself in the reception class does not encourage children to be curious and want to find things out. The best work in this area is in the afternoon nursery session, where activities are carefully planned and are purposeful. For example, one day there was a range of torches, kaleidoscopes and coloured glass and there was a table with a blanket to make a 'dark room'. Children were interested and spent a long time exploring and finding out. They became excited at their discoveries and wanted to share what they had experienced with others.

PHYSICAL DEVELOPMENT

58. It was not possible to make an overall judgment on overall provision or standards, as there was little opportunity to observe children's physical activity. Both classes now have good outdoor play areas; the nursery one is currently being refurbished. However, the weather during the inspection was inclement and it was not possible to see them in use. In both the nursery and the reception class children are provided with opportunities to develop their skills with small equipment, such as scissors and pencils. These skills are very variable, with some children even in the nursery being able to, for example, cut carefully round a shape, whilst some children in the reception class find it difficult to manipulate a pair of scissors effectively.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A range of activities is provided, but sometimes they are too adult directed and leave little opportunity for children to explore materials and textures on their own;
- Music is a strong element in both the nursery and reception classes and children have a good experience of this.

Commentary

59. Teaching is satisfactory overall. There is usually a range of opportunities in the nursery for children to develop creatively. They paint, crayon and use malleable materials, such as play doh. They experiment with musical instruments, sometimes enjoying creating a rhythm to accompany a piece of music. These activities are best when they are open-ended so that children can explore the medium. For example, in one session children were provided with sponges of different shapes and were encouraged to see what marks they could make by dipping them in paint. In another activity children helped an adult to make play doh and they enjoyed exploring the tactile qualities as it went through different stages. Activities are not so good when they are heavily adult directed and the finished product becomes more important than the process, such as when children are shown exactly where to stick pieces of paper so as to produce a given picture.
60. This is often what restricts the creative work in the reception class. All too often activities are too closely directed and thus restricted and do not provide the opportunities children need to explore materials and media, to select and express themselves. The quality of the resources for creative work in the reception class and the way in which they are stored does not motivate children. However, some good music work went on as children chose instruments to play to accompany 'The Bear Hunt'. Overall, children make satisfactory progress, but they are not likely to be reaching the expected goals in this area by the time they reach the end of reception. They do better at developing set skills than they do in developing their creativity.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils achieve well in all year groups because of good teaching and they are well placed to reach the targets set by the end of the school year;
- Standards in writing are below average by Year 2 and are well below average by Year 6 but are improving;
- Standards in reading are below average, but are improving;
- The co-ordinators for English are dedicated to improving provision and this is having a positive effect on standards and achievement;
- Assessment systems are thorough and rigorous. Assessment information is used effectively to provide teachers with a clear picture of how well pupils are learning and this helps them plan the next steps in learning;
- Lesson planning is very detailed and thorough and meets the needs of most pupils. More able pupils are not always provided with enough challenge. The school is aware of this and has already included it as a priority in the subject improvement plan;
- The very effective provision for pupils with special educational needs enables them to achieve as well as their classmates;
- Teachers have very high expectations of behaviour and attitudes and pupils respond very positively.

Commentary

61. Standards are below average by the end of Years 2 and 6, but are improving. National test results show that at Year 2, reading has gradually improved over the last two years and by 2003 standards were as good as those attained by most schools in similar situations. Standards in writing have also improved since the 2003 tests when they were well below the national average. By Year 6, standards in reading, although still below average are moving closer to national expectations. Attainment in writing is not as good as in reading and is well below expectations. At the time of the previous inspection, the attainment of Year 2 pupils was below average. National test results for Year 6 pupils during that year were also below the national average.
62. The school's results depend to some extent on the proportion of pupils who have special educational needs in particular year groups. For example, this is much higher in the current Year 6 than in most schools, being over a third. An additional contributing factor is the relatively high percentage of pupils moving into and out of the school. In both Year 2 and Year 6, not enough pupils exceed the expected levels. This is because, in the past, the work they have been given has not been demanding or challenging enough. The school is well aware that this is a weakness and is tackling this as part of the overall drive for improvement through a carefully structured programme to improve the quality of teaching, learning, planning, assessment and target setting.
63. The impact of these improvements is now becoming evident in lessons and in the work in pupils' books. Pupils achieve well in reading, writing, listening and speaking and achieve very well in lessons where teaching is of a very high quality. Across the school, the quality of teaching over time is good overall. As a result of focused literacy training, teachers are confident and have a secure knowledge of the subject, using this effectively to explain, question and promote learning. A particular strength lies in the teachers' enthusiasm for English - capturing the pupils' enthusiasm and making them want to learn. Activities are

carefully planned to reinforce what has been learned previously and to promote new knowledge, understanding and skills. Pupils who have special educational needs are provided with very good support in lessons; teachers know the targets in pupils' individual learning plans and carefully design activities successfully to meet their learning needs.

64. The pupils' work is very rigorously assessed and analysed and teachers make effective use of this information when planning what needs to be learned next. This is not yet a consistent feature in activities planned for some more able pupils. For these pupils, the work set is not always demanding enough, particularly in writing, and as a result, they do not always achieve as well as they might. Very high quality relationships are a natural part of lessons and as a result, pupils work hard and harmoniously with a good level of independence. Classroom assistants share in planning and assessment and provide skilful support for pupils who need extra help. Resources are carefully planned to reinforce and promote learning. The school's one computer-linked interactive whiteboard, housed in one of the Year 5 and 6 classes, was used particularly effectively to support learning.
65. An excellent lesson on writing a poem on a personal or imagined theme was observed in one Year 3 and 4 class.

The objectives of the lesson were shared very skilfully with the class. The teacher's very high level of enthusiasm immediately captured everyone's interest as she introduced the poem, 'I'm in a Rotten Mood'. Much lively discussion followed the reading of the poem with lots of opportunities for the pupils to offer their own ideas about how it was constructed. As they worked, the class constructed a simple writing frame that later in the lesson provided them with a very effective framework for writing their own poems. Throughout this first part of the lesson, the classroom support assistant discreetly monitored and recorded the pupils' responses and contributions. The tasks for each group were just at the right level of challenge and the pupils could not wait to start. The teacher and classroom support assistant knew exactly when to help and when to allow individuals to work independently. Not one moment was wasted as groups of pupils discussed, wrote and evaluated their work and by the end of the lesson every pupil had become a highly successful poet!

66. Provision for the development of reading is good. Pupils enjoy books and are learning a range of strategies for reading. Careful guidance ensures that most pupils are reading at the correct level. However, some lower ability pupils find difficulty in understanding the content of the stories they are reading. Parents play an active part in supporting reading at home. Library provision was identified as a weakness at the time of the previous inspection. A new library has been recently built and now provides an attractive area for pupils to browse and research and borrow books to read at home.
67. Work in books and in lessons show that pupils are now achieving well in writing. Attainment on entry to the school over time is considerably lower than average and the standards achieved by Year 6 pupils in the national tests when they were in Year 2 were well below average. Marking is of a consistently good quality. Teachers' comments are very positive and helpful in informing the pupils how well they are achieving and, where appropriate, what they need to do to improve. Good opportunities are provided for pupils to write independently and this is promoted by all teachers. Teachers plan many opportunities for pupils to develop their speaking and listening skills through class and group discussions. As a result, pupils are good listeners and are developing their confidence to speak to a larger group or to express their ideas and opinions.
68. A key strength in the improvements being made lies in the very good leadership and management of the subject. The two co-ordinators are very committed to the continuing improvement in standards and provision, and are ambitious for the pupils. Attainment in reading and writing is very carefully tracked and analysed to identify strengths and weaknesses. Any areas for development automatically become part of the subject action plan for improvement. Since the appointment of the headteacher, these have included a comprehensive staff development programme in literacy; and, rigorous systems for

monitoring and evaluating teaching and learning, assessment and recording and in tracking the progress of year groups.

Language and literacy across the curriculum

69. Pupils are given satisfactory opportunities to practise their reading, writing, speaking and listening skills in other subjects. In most lessons pupils are given opportunities to discuss their ideas or share with the rest of the class what they have done at the end of a lesson. In some of the lessons observed, planning was based on previous drama work as a basis to develop ideas and skills. Work on display reinforces the school's approach to independent writing. This was evident, for example, in word processed stories about 'The Sound Collector' by pupils in Year 2, and well structured writing in design and technology by Year 5 and 6 pupils, explaining how they set about planning and designing musical instruments.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Strong leadership of the subject has led to good achievement and improving standards;
- Teachers' planning takes account of individual needs and so all pupils make good progress in lessons;
- There is a strong focus on developing pupil's numeracy skills.

Commentary

70. Since the last inspection, the school has worked hard to improve standards. In the 2003 national tests the school results show that 7 and 11-year-olds achieve at least as well as those in similar schools. The performance management cycle is being used to develop this improvement, with all teachers having a shared focus in relation to numeracy. Accurate target setting procedures show that standards across both year groups are expected to rise over the next two years. Overall, the school does well for its pupils, with all groups making good progress and achieving well. One of the main reasons for this has been the introduction of setting across the school so as to better cater for different abilities.
71. The teaching of mathematics is good and can be very good. Lessons are carefully planned, with clear learning objectives and work matched to meet the individual needs of pupils in the class. This has a positive impact upon learning and achievement. For example, in a Year 2 lesson on fractions the teacher had used what she knew about the pupils' previous learning to help her plan for them to move on in their learning. Those who fully understood that two quarters were equal to a half were given a task where they had to work with thirds and so develop their understanding further. This they did and were soon able to go further and work with eighths. By the end of the lesson all pupils had moved on in their learning and, as they discussed what they had learnt with their teacher, they realised how successful they had been.
72. Effective use of questioning to check pupils' understanding and advance their thinking is a key element in most lessons and this is how numeracy skills are being developed so well. For example, in a Year 5 and 6 lesson, pupils were learning to identify patterns when subtracting a single number repeatedly from a larger number. With carefully targeted questioning, the teacher encouraged pupils to think of the patterns and soon they were recognising them for themselves and using this knowledge to help them to calculate more effectively.
73. The subject co-ordinators for mathematics have a clear vision and manage the subject well. They have organised staff training that has impacted positively on the quality of teaching and

learning across the school. They have set up good systems for assessment and for tracking pupil progress, the use of which is helping in the raising of standards. The information from assessment helps teachers to plan work at the right level and to set targets. A regular pattern of monitoring arrangements is established and good practice is shared. Resources are better than they were at the time of the last inspection and are supporting the delivery of the curriculum very well. Teachers are beginning to use ICT more in mathematics, both to make their teaching more effective and to support pupils' learning.

Mathematics across the curriculum

74. Pupils often use mathematics as part of their work in other subjects and consequently develop an appreciation of the practical uses of these skills. For example, they use graphs and tables to record information in information and communication technology and use measures in science. In a Year 2 registration period pupils were actively encouraged to use simple addition and subtraction to work out attendance and how much money had been collected in relation to school dinners for that day.

SCIENCE

Provision in science is **satisfactory**.

Strengths and weaknesses

- A newly established curriculum is providing teachers with support for their planning and ensuring that all pupils have appropriate experiences;
- The enthusiasm of teachers and their good planning motivates pupils to learn;
- Investigative strands are improving, but there is scope for more challenge in this area;
- The subject co-ordinator is not providing enough support for the improvement of standards.

Commentary

75. The standards achieved in 2003, were below the national average in both key stages, but they were close to those achieved in similar schools. Teacher assessments in Year 2 showed that most pupils reached the expected levels and a significant number reached levels above this. Standards currently in Year 2 are very close to the national average and the school's targets reflect this. Standards in Year 6 are below average. Although factors, such as pupils mobility and the number of pupils with special educational needs, affect the overall standards, inspection evidence indicates that the school's targets will be reached and standards overall will improve. Achievement is good. Pupils throughout the school gain a good level of knowledge and understanding across the whole of the science curriculum. In most classes they are now beginning to gain better investigation skills and this is improving achievement, especially amongst the higher ability pupils.
76. In most lessons teaching and learning are good. Aims and objectives are made clear and recaps over previous work help pupils build on existing knowledge and skills, and focus on the new work. For instance, in a Year 3 and 4 lesson the objectives were clearly put on the board and pupils immediately started discussing what they had learned in the last lesson. In the same lesson the pupils were making good progress as they recognised the need for controls as part of experimental procedure – 'we must use the same amount of drink for each of the test samples' remarked one pupil. In a Year 5 and 6 lesson the teacher presented a 'virtual bread making session' on the interactive whiteboard. Pupils were stimulated and keen to join in this lively lesson about micro-organisms and their uses. Planning for inclusion was evident as the classroom assistant carefully modified the explanation for the hearing impaired pupil. Learning in this lesson was good. 'This is interesting, we've not done this before...we learnt that heat can kill yeast...we put too much

hot water in the mix yesterday and the yeast didn't work', said one pupil reasoning logically about cause and effect.

77. Since the last inspection, a comprehensive scheme of work has been introduced, following national guidelines and there is currently a drive to ensure investigative activities have a prominent role in all lessons. There is still room for more focused and challenging work on investigative skills involving independent planning, prediction and evidence collation. There also needs to be much more attention paid to the presentation, variety and appropriateness of methods of recording in science, such as the use of graphs, tables, ICT, diagrams and the interpretation of these. Leadership of the subject is unsatisfactory. The subject co-ordinator manages resources and has had the opportunity to monitor some of the work in the school. However, he does not have enough idea about how standards can be improved and does not have a sufficiently clear overview of the quality of teaching and learning in the subject. Neither does he provide a good role model in his own teaching for others to emulate.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **good**.

Main strengths and weaknesses

- Good lesson planning by teachers supports good pupil progress;
- Resources in ICT are very good and are greatly improved since the last inspection;
- ICT is beginning to be used effectively across the curriculum to support learning in other subjects;
- Good leadership has influenced the quality of provision for ICT.

Commentary

78. There has been a significant improvement in the provision of ICT since the school was last inspected. There is now a good range of resources that include a large and well furnished ICT suite, an interactive whiteboard, a range of television and audio equipment and at least one computer in every classroom. Pupils enjoy their learning and they achieve well. In Year 2 and Year 6 standards are in line with expectations.
79. Teaching is good. Teachers are confident in their use of ICT and they plan carefully to make the best use of the resources available. In a Year 2 lesson the teacher chose the artist Jason Pollock's picture 'Yellow Islands' as the focus. Pupils confidently accessed software on the computer using it to create their own unique picture, effectively using skills such as 'dragging patterns' and 'choosing colour's from the menu. Individual needs were catered for and the academic challenge for pupils was relevant to their abilities, which supported their very good progress throughout the lesson. In a Year 3 and 4 lesson pupils effectively accessed relevant software and inputted data to create simple pie charts. They were able to analyse their work accurately and answer questions relating to the work that they had produced.
80. Assessment procedures are developing well. The school is currently one of a pilot group within the local education authority where, using the Hull Grid for Learning, each pupil has an individual 'portal' to access information from a specialist website. This is effectively supporting both the delivery of ICT and also promoting cross-curricular links with other subjects. In addition, because the information is available to pupils outside of school time it is also generating interest amongst some pupils to continue their learning at home.
81. The subject is well led and managed. The subject co-ordinator has a good level of expertise and enthusiasm and has a positive influence on the work in the school through the good model of his own teaching.

Information and communication technology across the curriculum

82. As pupils gain skills in ICT and teachers become more confident, it is increasingly being used to support teaching and learning across the curriculum. The use of an interactive whiteboard and a digital camera effectively enhances teaching in several classes. Pupils use ICT for word processing in literacy lessons and for creating graphs to support their work in mathematics. In addition, ICT is used effectively to support high quality display around school. Digital photography is used extensively to celebrate pupil achievement and text processing and 'clip art' advertise extra-curricular activities.

HUMANITIES

83. Work was sampled in **history**. No history lessons were observed and there was not enough evidence from pupils' work to form an overall judgement on achievement or provision. Evidence from pupils' work indicates that pupils are being offered an appropriate curriculum. For example, Year 2 pupils have studied the life of Florence Nightingale and gained a good level of understanding of what life was like at that time. They are developing good historical investigation skills, such as being able to use secondary sources to find out answers to questions.

Geography

Provision in geography is **satisfactory**.

Main strengths and weaknesses

- Achievement in the lessons is variable and is dependent on the teacher's individual subject knowledge and teaching skills;
- The school has recently put an efficient assessment system in place to enable teachers to record what pupils have learned;
- Work in books shows that pupils are provided with good opportunities to write independently.

Commentary

84. The available evidence would indicate that most pupils in Years 2 and 6 are working at the expected levels and are achieving satisfactorily. In a Year 2 lesson, pupils were able to compare the physical and natural features of the local area with those of the imaginary island of Struay. Most pupils achieved well, however, the work planned for the higher ability group of pupils was not sufficiently demanding and they did not make the same gains in learning as the rest of the class.
85. The learning objectives for the lessons observed in two of the three Year 3 and 4 classes were related to pupils finding out about some of the features of Delhi. The outcomes were very different because in one of the lessons, the good quality teaching ensured that all pupils achieved well and, in the other class, because too much time was spent on managing behaviour, pupils' achievement by the end of the lesson was unsatisfactory.
86. A sample of pupils' work from across the school indicates that teachers' marking of work is helpful and pupils have good opportunities to write independently. Planning for the subject takes appropriate account of national guidelines. The recently introduced assessment and recording system offers an efficient way for teachers to record pupils' learning. Leadership in the subject is satisfactory. The subject co-ordinator has a reasonable knowledge of what is happening in history and geography in Years 1 and 2, but has no overview of the subjects in the school as a whole. Her role is developing, but currently she is not sufficiently proactive in her monitoring of standards and curriculum delivery across the school.

Religious Education

Provision in religious education is **good**.

Main strengths and weaknesses

- An imaginative and practical approach to teaching religious education means that pupils achieve well;
- Because pupils are actively involved in lessons, they gain an understanding of what faith means to people;
- The spiritual dimension to the way in which the subject is taught contributes well to pupils' personal development.

Commentary

87. Standards in Year 2 and Year 6, are in line with the expectations of the locally agreed syllabus for religious education. Not only do pupils have knowledge of different religions, but they also understand the significance of aspects of religion, such as celebration and symbols. Year 2 pupils can talk about Christmas and Diwali and explain how important they are to people who have a particular faith. Year 6 pupils understand the importance of ceremonies, such as rites of passage in Sikhism, and reflect on how key figures can influence the actions of people. The effective way in which the subject is taught, means that pupils are challenged in their thinking and they achieve well. Because of the quality of the teaching, achievement is currently better than it was at the time of the last inspection.
88. Teaching is good, and often very good. Teachers have a good level of subject knowledge and understanding and they approach the topics they teach sensitively. In a Year 3 and 4 lesson, the teacher set up a shrine lit with divas so that pupils could experience the celebration of Diwali. She focused well on pupils reflecting on their own feelings, so that they gained some understanding of what such celebrations mean to people. This active involvement of all pupils in lessons is a characteristic of the teaching and has a marked effect on the way in which pupils achieve. In a Year 1 and 2 lesson, the teacher effectively used drama as a way of encouraging pupils to really think about the events in the nativity story. In addition to this, photographs were taken of the tableaux so that the teacher had a meaningful resource to use in the next lesson.
89. There is a clear spiritual dimension to the way in which the subject is approached through the school and this contributes well to pupils' personal development. In a Year 2 lesson the teacher demonstrated by lighting a candle how Jesus is regarded by some people as the light of the world. He created a moment of awe and wonder as the candle was lit and pupils reflected on the ideas he had put to them.
90. Religious education is well established in the school and the scheme of work provides a secure basis for teachers' planning. Resources are good and are well used by teachers. The subject contributes well to the school's ethos and aims, with its emphasis on promoting respect for others and including all pupils fully in lessons. However, the subject is not being particularly well led at the moment and there is no overview of the quality of teaching and learning. Neither is there a coherent approach to the assessment of what pupils know and understand. Whilst not yet impacting on the quality of the work, this has the potential to cause a problem of consistency in the future.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

91. Only one lesson was observed in **music** and therefore, it is not possible to make a secure judgement on provision. It was, however, possible to see a music club, peripatetic instrument teaching, singing in assembly, audit resources and have an informal discussion

with the co-ordinator, all of which indicates that standards in music are satisfactory. From the lesson observed, it is evident that the school via its new music curriculum guidelines, is trying to address the issue of enhancing listening opportunities. For instance, the pupils in Year 1 had to discriminate between various dynamics of sound; loud, quiet, short etc. There was also an example of the co-ordinator's keyboard skills put to good use when he tried to get the pupils to be more expressive in their singing.

92. Although the choir club (which can be attended by anyone from both key stages) was addressing tunefulness and dynamics in singing, and was achieving good progress in overall expression, the co-ordinator needs to ensure that this level of attainment is carried over to the whole of the school, for example, in assembly singing, which was only just satisfactory. The co-ordinator, who is a very talented musician, has produced many good performances over the years with an increasing development of stage and multimedia technology. The employment of peripatetic instrument teachers enhances opportunities for individual pupils to learn to play and perform. No lessons were observed in **design and technology** and there was insufficient evidence for analysis of work to make a firm judgement.
93. Only one lesson was seen in **physical education** and therefore, it is not possible to make a judgement about the subject. In the one dance lesson, the teaching was good and pupils made good progress. It was a well planned lesson, with good opportunities made for 'warm up' and 'cool down'. The pupils achieved satisfactory standards as they responded to music and worked in twos and threes to create a dance sequence based on the idea of a machine.
94. There is good provision for extra-curricular activities, for instance, football, rugby and tennis clubs, both during school dinner times and after school. There is evidence of coaching activities in photographic display and there is an excellent partnership between the nearby sports college and the school. This partnership is a two-way link with the college, for example, providing coaching (both by its staff and pupils) and the school sharing its sports equipment with the college. The school also has a good range of sporting equipment, which is carefully stored, easily accessible by children and well organised. There is also a separate gym for dance, gymnastics and inside games activities.

Art and design

Provision in art is **good**.

Main strengths and weaknesses

- Pupils achieve well in art and design and produce some good quality work;
- Expert and enthusiastic teaching promotes good learning;
- The leadership of the subject has a positive influence on how well it is taught through the school;
- Pupils with special educational needs are well supported and included in art lessons and they achieve well.

Commentary

95. Standards in art and design are good. Pupils in Years 2 and 6 are currently working at levels that are above expectations. Year 2 pupils explore ideas, comment on the work of others and investigate visual qualities in their own work. In a lesson they closely observed pieces of work by Mondrian and confidently described similarities and differences in the pieces. They then used the patterns and shapes they had recognised as starting points for their own designs. Their work was of a very good quality. Year 6 pupils investigate materials and processes and use these to communicate their ideas. They adapt and improve their work. In a lesson they worked from a planning sketch and chose techniques, such as weaving, batik and appliqué, to carry out their ideas. They showed well developed skills in a number of

techniques and were able to discuss any problems they had, thinking carefully about how to improve their work.

96. Teaching is good. Teachers are enthusiastic and they plan carefully. They provide pupils with a range of experiences and opportunities so that they can explore materials and techniques. In a Year 1 lesson, the teacher showed pupils how to work with clay and then allowed them time to explore the tactile qualities of the medium. Pupils became very involved and they shared their ideas with each other as the lesson went on. Pupils with special educational needs are well supported in the lessons and they achieve well. For example in one lesson, the support assistant of some hearing impaired pupils carefully modified the teacher's explanations so that they could be involved in the practical activity. This they then did alongside the others and they were very pleased with what they achieved.
97. Leadership of the subject is good. The co-ordinator has a very good level of subject expertise and enthusiasm and has generated an interest in the subject through the school. She has a clear vision for the future. For example, she introduced good quality sketchpads for designs, which has a good effect on pupils' self-esteem and the quality of work they produce. She has held training sessions for teachers and worked alongside them, so influencing how the subject is taught in school. She has also introduced consistency in the display of art around the school, with an emphasis on the celebration of pupils' own work. This is making a very good contribution to the positive learning environment the leadership of the school is trying to develop.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in PSHCE is **very good**.

Main strengths and weaknesses

- The leadership of the school has a strong commitment to PSHCE, which is reflected in how well it is valued in the school and the high standards that are reached;
- The structured approach means that pupils have lots of opportunities to achieve well;
- The very good relationships in lessons ensure that all pupils can participate and have their views respected.

Commentary

98. Pupils achieve well in PSHCE and they are currently reaching standards that are above what might normally be expected. The quality of the provision and the high value that is placed on the subject mean that pupils are developing valuable strengths, such as confidence and responsibility, an awareness of their role in the community and a respect for others. Year 2 pupils talk about the people who are special to them and draw up a network of their own relationships. They understand the importance of being cared for and caring for others. Year 6 pupils consider the qualities and skills needed to help others. They understand how their actions affect other people and can see things from different points of view.
99. PSHCE is very well structured and a generous amount of time is wisely given regularly to it. The quality of teaching is very good. Lessons are well planned and objectives shared with pupils, so they have a good knowledge of their own learning. Teachers approach the subjects imaginatively so as to engage pupils' interest. In a Year 1 and 2 lesson, the teacher shared photographs of her 'special people' and this encouraged pupils to consider their own families and friends. A significant characteristic of the teaching is the way in which teachers provide pupils with opportunities to discuss their ideas and feelings about various topics. In a Year 2 lesson, for example, the teacher set up a good discussion about how pupils felt when they were ill and when they were getting better. By the end of the lesson pupils were talking

confidently about the things that made them feel better, including medicines, seeing friends and having enough sleep.

100. Circle time is an essential part of the school's provision for PSHCE and it is as well planned and structured as other lessons. Teachers and pupils alike, value this time spent together. The very good relationships that exist make pupils feel secure and able to share their feelings quite openly. In one session, pupils talked about what made them feel unhappy and the responses were very honest and thoughtful. Every pupil in the group had a turn to speak and was listened to. This included a pupil with impaired hearing who was able to take part along with the others. These sessions are very inclusive, as everyone is able to participate and their views are respected. The impact on pupils' self-esteem and personal development is considerable.
101. The quality of the provision for PSHCE owes much to the leadership of the headteacher, who promotes the subject in a purposeful way. Other aspects of school life contribute effectively to pupils' development, for example, the school council, playground monitoring systems and assemblies. The whole provision is a crucial part of how the school is creating a secure foundation for the future achievement of pupils. It is providing pupils with confidence and self-esteem and is encouraging them to be responsible and respectful so that they contribute to a positive learning environment.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).